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Excerpts of Curriculum on Women



DEVELOPED BY
MASSACHUSETTS TEACHERS

CHAPTER 622
MASSACHUSETTS DEPARTMENT OF EDUCATION

201/108

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F O R W A R D

Women In The Curriculum, 1990 Resource

In recent years more and more teachers have turned their attention to those individuals and groups who throughout history have made significant contributions to the development of our life on this small endangered planet. It was Alexis DeTocqueville who summed up his feelings about one unheralded group who helped to develop these United States. He was asked what he thought was the single most powerful force in making our young nation. His words were, "the remarkable women of the United States." He wrote those words more than a century ago.

Across Massachusetts teachers have been investigating the works, the contributions and the visions of many women whose good works are woven into the fabric of the history of our country. This resource book on women in the curriculum is a collection of those research efforts. The materials are organized in such a way as to make them useful and accessible to teachers.

I commend these fine products of our colleagues and teachers in Massachusetts to your attention. I know that you will enrich the quality of your teaching as you use these materials in your curriculum.

I have high hopes that review of these excellent materials will encourage other teachers to explore the world of ideas and the archives of history to produce more vital stories to be included in our classroom activities.

All of our children deserve the breadth and the scope which these fine curriculum materials provide.

Harold Raynolds Jr.
Commissioner of Education

Commonwealth of Massachusetts, Department of Education
1385 Hancock Street, Quincy, Massachusetts 02169



The Commonwealth of Massachusetts

Department of Education

790 Turnpike Street, North Andover, Massachusetts 01845 - (617) 727-0600

MEMORANDUM

TO: Superintendents, Chapter 622 Coordinators, School Administrators Teachers, Counselors, Students and Parents.

FROM: Lurline Munoz-Bennett: Chapter 622 Multicultural Coordinator Northeast Regional Educational Center

DATE: 13th March 1990

SUBJECT: Excerpts of Curricula by Massachusetts Educators

March 14 will mark the fifth year of recognition for writers and implementors of curricula featuring women of different race, creed and national origin.

Massachusetts educators have recognized the importance of teaching about the role women have played and continue to play in the history of our State and Country.

To date approximately seventy six persons, to include thirteen this year, have received citations. In addition, for the first time, honourable mention will be awarded to a (1) librarian, eleven (11) pupil playwrights, and two advisors for their contributions.

This awards ceremony has been planned as part of Women's History Month Celebrations by the Chapter 622 Project of the Massachusetts Department of Education with the assistance of the Govenors office on Women's Issues.

Attached are excerpts of the curricula for which citations have been given in 1990.

I hope you will find this useful and that you will contact the authors directly, for any additional information.

LMB/pmr

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CURRICULUM ON MASSACHUSETTS WOMEN DEVELOPED BY MASSACHUSETTS TEACHERS

<u>TITLE AND SYNOPSIS</u>	<u>AUTHOR</u>	<u>GRADE LEVEL</u>	<u>PAGES</u>
<u>Abigail of Sturbridge</u> The curriculum's goals are: to use cooperative writing to make the history curriculum come alive, to make personal the effects of the Industrial Revolution on women and girls, to ask students, especially the girls studying the Industrial Revolution, if they are as aware as Abigail was of their opportunities and to blend the past with the students' future. As a culminating activity to this curriculum, seventh-grade students collaborate on writing a historical, fictional play. In the script already written by Ronald Adams' class, students described the life of a 13-year-old Sturbridge girl living in the year 1824. The girl travels through time to the class' neighborhood and eventually into the classroom itself.	Ronald G. Adams	7	1-4
	PLAYWRIGHTS Amanda Chapman Ashley Davis Kim Donofrio Tim Dowling Dennis Greeley Nancy Kelley Joe Kidney Steve Orseno Dong-Khoa Pham Faith Polito Melissa Tornberg		
<u>Circle of Pride</u> Circle of Pride exposes students to life for blacks in the South during pre-Civil Rights days as told by the black female author Mildred Taylor. The curriculum enables students to gain insight into this time in our history by reading the novel, "Roll of Thunder, Hear My Cry," and sharing their opinions and ideas in class discussions and writing assignments.	Ann S. Davidson	7	5-8

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<u>TITLE AND SYNOPSIS</u>	<u>AUTHOR</u>	<u>GRADE LEVEL</u>	<u>PAGES</u>
<u>Active Voice: Bringing Women Into the Middle School English Classroom</u> This curriculum's goal is to find positive women role models in American literature for adolescent girls in search of identity. It seeks to fill the gap of literature that does not exaggerate the differences between males and females or falsify them. It also seeks to address the lack of diversity inherent in the language and literature taught in the middle school English class. Classroom activities focus on language, stereotypes and gender awareness. Fiction and non-fiction written by women or with positive women role models are presented.	Kathleen Flynn	6-8	9-12
<u>Women From Specific Areas of Attainment, Whose Contributions Inspire Children to Dream and Achieve</u> The purpose of this unit is to acquaint the kindergarten age child (4 to 6 years of age) with specific inspirational women of attainment in the fields of Literature, Health Care, Equality, Science and Space and Athletics in order to motivate them to set long-range goals; to have a positive objective to work towards and to know that they can achieve whatever they desire.	Marilyn Horan	Kindergarten	13-14

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<u>TITLE AND SYNOPSIS</u>	<u>AUTHOR</u>	<u>GRADE LEVEL</u>	<u>PAGES</u>
<u>Women With a Message</u> Here's an example of where learning can be achieved through game playing. In this curriculum supplement, students study information packed vignettes from the lives of nine Afro-American women. Students must then orally report each to the entire class. They post the "messages" gleaned from each vignette on a huge train display. These messages realistically serve as blueprints for daily conduct of students. An exciting game is the culminating activity of "Women with a Message."	Mary Ann Johnson	3-5	15-19
<u>Between Two Worlds: The Women of the 19th Century Lowell</u> The curriculum is a supplement to the study of American history and American literature. Nineteen activity packets include selected documents from primary and secondary sources that provide insight to the social history, economic factors, creative expression and later years of Harriet Hanson Robinson, Lucy Larcom and other Yankee girls who dominated the work force in Lowell between 1830 and 1850.	Marilyn Martin, Martha Reagan	9-12	20-26

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<u>The Life and Times of Abigail Adams</u> Students create a living timeline of the life of first lady Abigail Adams in this unit. Through their insight into the key moments in Adams' life, students compare the life of a woman in Colonial times to the life of a woman today. As an outgrowth, students study the North Weymouth state park named after Abigail Adams. They learn about the interdependence of life in estuaries and other wetlands.	Patricia McGregor and Reina Riley	4	27-30
<u>Ten Hour Movement</u> This curriculum looks at the achievements of the Lowell Female Reform Association. Specifically, students study the association's efforts to change the working day for young women from 13 hours to 10. Using primary source documents and secondary source readings, students will learn to analyze and demonstrate with authenticity an important issue in America's history. They will have the opportunity to interpret historical evidence through discussion, debate, role playing and simulation.	Joan Schaffner-Perry Elizabeth Hoermann	7-12	31-34

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<u>The Effect of the Rise of Nazism on a Middle Class German Jewish Family.</u> This curriculum's way of helping students appreciate the impact governments and their policies can have on individual lives is through utilizing the real-life experiences of one woman's escape from Nazi Germany. As part of the curriculum's objective, students will work to understand how completely German Jews viewed themselves as patriotic Germans. Students will also speculate as to the role of women in the decision to stay in Germany or immigrate. They will speculate on what history would be like if it were seen through the eyes of women, and ordered by the values women define.	Paula J. Philbin	9-12	35-38
<u>Let Me Tell You Her Story</u> This program combines storytelling and research skills to make women's roles in American history come alive. For example, students will learn about Deborah Gannet, a black woman who disguised herself as a man and served in the Massachusetts regiment from May 1782 to October 1783. Or they will study Mary Elizabeth Bowser, who was a spy for the Union army in the Jefferson Davis White House. Using encyclopedias and other reference books, students do ministorytelling and miniresearch projects followed by a more concentrated study on one woman in American history. Students learn to feel more comfortable with encyclopedias, develop oral presentation skills and translate what they read into their own words and make sense of it.	Mary Smoyer	6-12	39

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<u>Harriette Merrifield Forbes -</u> <u>Historian: Preserving History</u> <u>Through Gravestone Interpretations</u> <u>and Studies</u> This curriculum guide was prepared to introduce students to an area of their community that is frequently overlooked for its historical significance - the cemetery. The curriculum, divided into four units, provides an abundance of activities. With the assistance of the teacher and parents, students can uncover some fascinating history about the people and times in their own community.	Dorothy S. Wright	4	40-43
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THE GOVERNOR'S OFFICE ON WOMEN'S ISSUES

and

**THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION**

invite you to attend

AN AWARDS CEREMONY AND RECEPTION

IN CELEBRATION OF

WOMEN'S HISTORY MONTH



**Wednesday, March 14, 1990
3:00 - 5:00 P.M.
Nurses and Doric Halls
The State House, Boston**

**Special recognition will be given to Massachusetts teachers
who have developed curricula that focus on historical and
contemporary women from a wide variety of ethnic and cultural groups.**

Display of Resources on Women in the Curriculum

Please Copy and Disseminate Widely

ABIGAIL OF STURBRIDGE

Ronald G. Adams

Bart McCarthy
Susan Periale

Amanda Chapman
Ashley Davis
Kim Donofrio
Tim Dowling
Dennis Greeley
Nancy Kelley
Joe Kidney
Steve Orseno
Dong-Khoa Pham
Faith Polito
Melissa Tornberg

Project Goals: To use cooperative writing to make the history curriculum come alive
To personalize the effects of the Industrial Revolution on Women/girls
To ask students , especially the girls studying the Industrial Revolution,
if they are as aware of the opportunities they have as Abigail of
Sturbridge is aware of their opportunities
To blend the past with the students' futures

Elements of the Play:

Contrasts limited 1824 opportunities for women with 1990 opportunities

Positive ending : Abigail concludes, "I can, I will."

Bread and Roses reference (Women should have the opportunity to earn
necessities as well as luxuries.)

Industrial Revolution in Massachusetts provides women with new economic power.

Quincy Bay pollution, Sludge Plant as examples of failed opportunities
to make the most of advances...are 1989/90 girls in this class
also missing out on making the most of the advances made by women
before them ?

Discrimination (against women, against Irish)

Older sister plays positive role model for Abigail, not stereotype of
1824 woman

Multi-denominational (priest, minister, rabbi play roles)

Main roles are all female, not stereotypical (Sky is interesting as
the uniquely individualistic daughter of Minister Venito)

ACTIVITIES

I. Students learn about the Birth of the American Industrial Revolution

A. Text

B. A/V

C. Role Playing

1. Federalist era (1790-1820) role playing involves field experience to Harrison Gray Otis House on Beacon Hill
(call Society for the Preservation of New England Antiquities for details)
during which time each student becomes an actual resident who lived during the Federalist period on Beacon Hill
2. Farming (1824) this role playing is done at Olde Sturbridges Village through their Farm to Factory or Writing History/Reading History program
(call the Education Center at Sturbridge for details)
which consists of students being assigned roles within actual farming families of the 1820's
3. Factories- the Rise of the Mills and the Beginning of the American Industrial Revolution (1840's)
students role play mill overseers, mill operatives, farm girls who are being recruited as operatives, owners, agents, Irish laborers, etc.
(call the Lowell National Park for detail)

II. Culminating activity : writing a "what if..." play collaboratively

A. Aims at "Making history come alive"

B. Uses cooperative learning and the Writing Process

1. Students work in pairs
2. Writing teacher and history teacher collaborate using writing classes to express concepts learned in history class
3. Pairs of students write individual scenes in class play
4. Unifying the scenes produces one original play

C. Content of class play

1. Focus on the beginnings of economic power for women
2. Time travel: a farm girl facing the decision to remain on the farm or to go to the mills is suddenly transported to the neighborhood of your class and becomes a new, mysterious very secretive and very confused student in your class
3. The play contrasts the dreams of the Birth of the Industrial Revolution with the reality of your students' world

D. The student written play can stand alone as a culminating activity or the students can perform it for a target audience

1. It took 4-5 weeks to write the play (45 minutes daily)
2. It took 4-5 weeks to prepare a performance (45 minutes daily)

Abigail, of Sturbridge : How to Write a Play as a Culminating
Activity for a Unit on the Industrial Revolution

To help make the history of the birth of the American Industrial Revolution "come alive" for concrete minded middle school students, our 7th grade team decided to use role playing as a learning tool. When we studied the Federalist Period (1790-1820) , our students became the residents of Federalist Boston through a program offered by the Society for the Preservation of New England Antiquities (SPNEA). When we taught pre-Industrial farmlife, our students were assigned family roles of actual farming families from Olde Sturbridge Village (1824). Our study of the rise of the New England mills is centered on the Lowell Mills and every student again is assigned a role as an operative, an agent, an owner, a recruiter, an overseer, or as a farm girl who is facing her first opportunity to be self sufficient and independent. Role playing has helped make the history studied in our texts to come alive and thus be personalize and easier for middle school students to understand .

Our study was broken down as follows:

September-October	Federalist Era locally and in Boston
November- December	Farming was Family Work Drumlin Farms and Olde Sturbridge Village
January - March	The Birth of the Industrial Revolution Lowell National Park

Using the resources of the SPNEA, Lowell Tsongas Center and Sturbridge Education Center, we had presented an interactive history curriculum to our grade 7 students. There was one problem however. We had not yet developed a culminating activity which was as interactive as the role playing. We also wanted an activity which would contrast the ideals and hardships of the 1800's with the 1989-90 life of our students.

We decided to try a creative writing as the culminating activity. Our students were asked to respond in writing to this one question: "What if a farm girl living in 1824 Sturbridge was instantly transported to our neighborhood and became the newest member of our class ? " Write a list describing what she would do, what you would do, and what the teachers would do. This list writing generated a great deal of debate about which era is better: 1824 or now.

Abigail, of Sturbridge

Plot Summary:

1. Two sisters in 1824 discuss their limited options in Sturbridge. One sister dreams of unlimited potential, Abigail, the other sister, does not.
2. Abigail is transported to our neighborhood, to 1989 Quincy
3. Abigail fakes muteness until she can figure out where she is. Eventually, she is enrolled at our school and becomes a mysterious classmate of the authors of this play, the students of Division 7-1 .
4. Interaction with 1989 students, realization of where she is.
5. Conflict dramatized: Which is the better world ...clean, prejudiced 1824 or polluted , equity-seeking 1989 ?
6. Abigail and classmates take a field trip to STURBRIDGE VILLAGE (her home)
7. Abigail must decide whether to return to 1824 or remain here with us.
8. Audience asked later in their Language Arts classes to answer that same question
9. Abigail returns to her family in 1824, a changed person who believes she can, she will be able to do anything she fights for, just like her older sister dreamed it could be.
10. Abigail's visit to Quincy in 1989 changed her and most of the students she met.

The play took a month to write, a month to rehearse, and a period to perform. It was the highlight of my year.

The student script is attached. Enjoy Abigail , of Sturbridge . The student authors' names are on the cover of the script.

CIRCLE OF PRIDE

ROLL OF THUNDER, HEAR MY CRY:

Seventh Grade Literature Curriculum

Developed by

Ann S. Davidson

Teacher of English

Concord Middle School

Concord, Massachusetts 01742

CONTENTS

- I. Concept
- II Plan
- III. Plot/Summary
- IV. Pre-reading Activity
- V. Chapter Reading/Discussion
- VI. Post Reading Activities.

I. Concept: "Prejudice". Students will learn how prejudice against blacks in our country during the Depression set the stage for the Civil Rights Movement, through an indepth class study of the novel, ROLL OF THUNDER, HEAR MY CRY, by the twentieth century, black, female author, Mildred Taylor.

II. Plan:

A. Writing assignments involving process writing, include characterization, predictions, and final essay test.

B. Daily discussion of chapters include whole class discussions as well as small group discussions and brainstorming in which collaborative learning takes place.

III. Plot/Summary: This story of survival takes place in Mississippi during the Depression. It is told by Cassie Logan, a ten-year old female member of a gentle, education-oriented black family. The Logan children learn early on of the inequities and struggles faced by blacks in the deep South. They also learn to hold on to their independence and sense of self-worth through the support and encouragement of their parents, grandmother, uncle, and Mr. Morrison, a family friend and protector.

The Logans are confronted with many obstacles. For example, black children must walk two or three miles to a broken down schoolhouse each day while a bus is provided for white children to attend a pleasant, clean school surrounded by ample playing fields; many blacks are victims of "burnings" in order to keep them in their place; Papa Logan must be away much of the year to work at a railroad job since there's no work for him near home; The Logans' sharecropping friends are victimized and cheated by their white landlords and proprietors of the "company stores"; because the Logans

own their own land, they are constantly being pressured to sell it to Harlan Granger, a wealthy white landowner who at one point, persuades the bank to call in the note on the Logan land.

As the story ends, Cassie realizes prejudice is still very much present and she and her family must continue to fight for their survival and their land.

IV. Pre-reading Activity:

- A. Teacher writes the word, PREJUDICE, on the board.
- B. Teacher assigns students to groups of three.
- C. Each group elects a recorder who writes all words/ phrases that "Prejudice" suggests to each group member.
- D. After about twenty minutes, the whole class comes together and the lists are posted. (Many similar items will appear on most or all of the lists).
- E. A whole class discussion of "Prejudice" then follows. Cause? What kind? Fear, religious, racial.
- F. The book is then introduced as a story of a gentle, devoted, education-oriented Southern black family that faces prejudice in their daily lives as seen through the eyes of Cassie Logan, a ten-year old female member of the family.
- G. Students next read the biographical sketch of author Taylor, the dedication of the book, and the Author's Note, which tells how Mildred Taylor developed her love of stories and the language and "her respect for the past, her own heritage, and herself."¹

1. Mildred Taylor, ROLL OF THUNDER, HEAR MY CRY, p viii.

V. Chapter Reading/Discussion Guide:

Chapter 1

1. What examples of prejudice are in this chapter?

- a. White students have a school bus.
- b. White school and grounds are kept well.
- c. Books that are no longer useful to the white students because they're torn and tattered are passed on to the black students.
- d. Black schools begin their school year in October and end in March so that the children can work in the cotton fields, planting and harvesting.

2. What is a "burning"?

Whites burned houses of blacks and the blacks themselves to remind them of "their place" in the scheme of things.

3. What are sharecroppers? (First send students to the dictionary to find the exact answer).

Sharecroppers are tenant farmers who farm land for a white landlord, who provides them with seed, tools, and living quarters. The landlord receives a share of the value of the harvest and often keeps the sharecroppers in bondage at the company store by padding their bills.

Chapter 2

1. What made the Logans unique as a black family living in the South during the Depression?

They owned their own land.

2. How did the Logans make sure their land was farmed?

They worked the land together on weekends and during the summer.

Rationale and Curriculum

ACTIVE VOICE: BRINGING WOMEN INTO THE MIDDLE SCHOOL ENGLISH CLASSROOM IN LANGUAGE AND LITERATURE

Kathleen Flynn
East Middle School
Braintree, MA 02184
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Purpose of the Project

Emerging adolescents are in search of identity. In seeking a life theme, female adolescents may be limited by lack of exposure to strong female role models in the fiction and non-fiction of the English curriculum. The traditional female roles presented in a typical eighth grade curriculum anthology are of limited dimension.

The traditional male roles often include the "Cult of Kill" where a boy is initiated into manhood through violence. Men and boys in adolescent literature are found in conflict with nature, trying to subdue it. This conditioning through literature of person versus nature -with man usually the winner- creates a negative foundation for the protection of our fragile planet.

Weak or insignificant women as story characters do not provide model diversity for students. Is the adolescent literature presented in the American literature curriculum meeting the needs of the adolescent readers?

There is a lack of positive women models for a girl who desires a more independent, self-actualized life. There are ample admirable male role models, but an overabundance of male characters embracing violence as a rite of passage.

I propose a review of the eighth grade American literature curriculum that my colleagues and I teach. The focus of this curriculum will be to

WOMEN FROM SPECIFIC AREAS OF ATTAINMENT,
WHOSE CONTRIBUTIONS
INSPIRE CHILDREN TO DREAM AND ACHIEVE.

Women from specific areas of attainment, whose contributions inspire children to dream and achieve.

This unit will be primarily geared to the kindergarten age child.

Marilyn Horan
Kindergarten Teacher
James A. Garfield School
92 Beechcroft St.
Brighton, MA

Purpose of the Unit:

The purpose of this unit is to acquaint the kindergarten age child (4 to 6 years of age) with specific inspirational women of attainment in the fields of Literature, Health Care, Equality, Science and Space, and Athletics, in order to motivate them to set long range goals; to have a positive objective to work towards; and to know that they can achieve whatever they desire.

Introduction To The Unit:

We are going to be studying about some women who taught us many wonderful things. First we will cover the contributions of specific women in the field of literature.

We will begin with an imaginary lady. A make believe lady. Old Mother Goose, who will teach us to love to rhyme; to learn little jingles to enrich our days; and to develop a respect for the written word that will encourage us to want to read.

Then we will talk about a lady who writes current stories that you will love to listen to! Her name is Beverly Cleary, and she writes about an enchanting child just like each of you! The child's name is Ramona.

Literature

1. Introduction to the Lesson

Let's begin by meeting the "First Lady of Rhyme, Old Mother Goose".

She'll help us learn about Nursery Rhymes. They have that name because mothers would say them to their children in the nursery or in the child's bedroom. This often took place just before the child went to bed.

We say they "rhyme" because there would be the same sound at the end of two lines of words.

For Example:

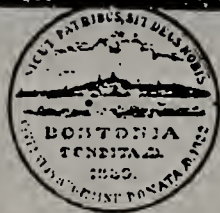
In the rhyme "Little Jack Horner, Sat in the Corner" what are the two words that end the same?.....That sound the same at the end?.....That's right, "horner" and "corner".

Let's say the rest of the nursery rhyme. "Eating his Christmas pie, he put in his thumb, and he pulled out a plumb". What are the two words here that end with the same sound?.....That's right, "thumb" and "plumb"....."and said what a good boy am I".....What might the word "I" rhyme with? Lets say the whole poem together and see if you can decide. You're right, "pie".....Good work!

ALL ABOARD FOR BLACK HISTORY



Women With a Message



EAST ZONE EARLY LEARNING CENTER

MARY ANN JOHNSON
Program Director

"Women with a Message" is one of five components of the curriculum supplement entitled "All A-Board For Black History." This particular segment was created to celebrate the achievement of nine famous Afro-American women. Because the program was developed to motivate remedial readers, the skill of inferring a main idea is also reinforced.

Although designed for pupils in the upper elementary grades, it has been especially popular in the secondary grades. The game-oriented units serve as a creative supplement to any social studies curriculum.

Information packed vignettes from the lives of nine women are presented for study and reflection. Students then must orally report each to the entire class. They post the "messages" gleaned from each vignette on a huge train display. These messages realistically serve as blueprints for daily conduct of students. An exciting game is the culminating activity of "Women with a Message."

As the recipient of the prestigious state sponsored Lucretia Crocker Fellowship, I have demonstrated the program for the following school systems: Boston, Brookline, Cambridge, Duxbury, Randolph, Framingham and Amherst-Pelham. Additionally, there have been conference presentations for the National Black Child Development Institute, Massachusetts Teacher Association and the federally assisted Chapter I project.

MARY ANN THOMPSON

Women With a Message

GAME DIRECTIONS

- A. Famous Firsts**
- B. Women With a Message**
- C. Ingenious Inventors**

Each player needs: One laminated game board.
Nine cards with names of individuals
in a specific category.
One grease pencil.

- 1) Players write phrases about the nine personalities in scrambled order on their game boards.
- 2) A caller is selected.
- 3) The caller shuffles his or her nine name cards and calls the first name.
- 4) All players, including the caller, match that name with the appropriate phrase on their boards. They place the name card over the phrase.
- 5) The game continues until one player covers three phrases horizontally, vertically, or diagonally. The player then says, "I've made history!"
- 6) The caller checks for correct matches by asking the winner to read them orally.
- 7) The winner becomes the next caller.
- 8) Suggested playing time is about 25 minutes. Then all players erase their game boards.

MB9235-A,B,C

Ida B. Wells
(1862 - 1931)



Women With a Message

On one cold night in March, 1892, three Black men were taken out of a jail. They were carried to a field, shot, and hanged. They were lynched, or hanged from a tree, for being "uppity," earning too much money in their grocery store. Ida B. Wells, using a pen name, Ida, wrote about this mob action in her newspaper — *Free Speech*.

That same mob came looking for Ida, and burned her printing press. She was able to escape to New York. In 1895, she wrote the "Red Record" — which gave facts about thousands of Black Americans being lynched. She spoke with President William McKinley to gain his help in her fight against lynch law.

Ida was an orphan at the age of fourteen. She still was able to attend Fisk University and become a schoolteacher. She lost her job when she began to write about poor conditions in Black schools in Memphis, Tennessee.

She helped found the NAACP in 1909. She was the country's most famous Black newspaper writer in her time. She used a goose quill as her weapon to fight crime.

Ida's message: "With liberty and justice for ALL!"

BETWEEN TWO WORLDS: THE WOMEN OF NINETEENTH CENTURY LOWELL

**A Study of Women and the Spirit of Work
In
Nineteenth Century Lowell, Massachusetts**

BETWEEN TWO WORLDS: THE WOMEN OF NINETEENTH CENTURY LOWELL

**A Study of Women and the Spirit of Work
In
Nineteenth Century Lowell, Massachusetts**

**A Curriculum Supplement
for
American History
and American Literature**

**Developed
for the
Arthur and Elizabeth Schlesinger Library**

**with a grant from
Boston Edison**

**by
Marilyn Martin and Martha Reagan
Belmont High School
Belmont, Massachusetts**

Including

**Teaching and Learning Objectives
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Introduction
Sample Activity
Sample Document**

Introduction

The first textile workers in Lowell were Yankee farm girls. They traveled from Maine, New Hampshire and Vermont to the city that grew from the dreams of Francis Cabot Lowell - the city that throbbed with the machines his memory reproduced from the ones he observed while visiting England. The farm girls came to practice an art they knew well: weaving. Except in Lowell, the machines wove the cloth and the girls worked the machines. Their reasons for coming, their reasons for staying and leaving varied, but they all helped to make the new Eden in Massachusetts a model for industrial communities around the world.

Along with young girls - most of them eighteen to twenty-five - came older women, some widows with children of their own, to manage the boardinghouses in which the mill girls stayed. The women worked hard to keep nourishing meals on the tables and to keep the houses up to the standards of the mill owners who built and ran them as part of their business venture. But often there was not enough to keep the house going and their own family, too, so the children went to work in the mills. Little girls ten and eleven joined their sisters and the older mill girls working as doffers for twelve hours each day.

Two of these children were Lucy Larcom and Harriet Hanson, who gave up childhood early but lived to realize their individual dreams and become leaders in literature and politics of the nineteenth century. Their experience seems atypical, yet it can serve as a guide to and measure of other experiences of women of the time.

The focus of this unit is Lowell in the 1830's and 1840's as the female textile workers experienced it and wrote about it. Through copies of original papers and related documents found in the Schlesinger Library of Radcliffe College, we invite you to explore the world of work and letters these two young women inhabited and to discover what the spirit of work and the social reality was for the female textile worker in nineteenth century Lowell.

Marilyn Martin
Martha Reagan

Boston-Edison Scholars

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Curriculum Project

Title: Between Two Worlds: the Women of Nineteenth Century Lowell

Intended use: Supplementary study for secondary courses in American literature, American studies, social issues or where appropriate in the secondary curriculum.

Teaching Objectives:

1. To introduce two textile workers who lived and worked in Lowell between 1830 and 1850.
2. To present the social and economic conditions that influenced their lives through personal, historic and literary documents.
3. To promote awareness of the role women played in the industrial history of Lowell.
4. To enable students to reflect on the experience of these women and the issues of the times.
5. To enable students to examine the significance of these women and the historical period for life and work today.
6. To foster student writing and publishing as documents for history.

Learning Objectives:

1. To acquire specific knowledge of two female textile workers and the world in which they lived.
2. To gain insight about a period of history through the reading of original documents.
3. To discuss and write about the documents and related topics.
4. To appreciate the role of writing in history.
5. To discuss and write about present day personal or social issues that relate to those studied.
6. To publish a class book or magazine of collected student writing.

THE LATER YEARS

ACTIVITY IV

REFLECTIONS

Documents:

"Turn-Outers at Lowell; Reminiscences by an Old-Time Mill Operative"

"An Idyl of Work," Lucy Larcom (Preface)

Secondary Sources:

Farm to Factory, Thomas Dublin, Afterword

A New England Girlhood, Lucy Larcom, Preface

Loom and Spindle, Harriet Robinson, "Brief Biographies of Some of the Writers of the Lowell Offering"

Women at Work, Thomas Dublin, Appendices

Discussion:

1. Based on the selections you have read in Loom and Spindle, describe Harriet Robinson's attitude toward her girlhood.
2. One of the titles Robinson considered for the book was "A New England Arcadia." Would it have been more suitable than "Loom and Spindle?" Why or why not?
3. What are the human qualities brought to industrialization in America through the reading of the books by Dublin, Larcom and Robinson?
4. Are the stories of Lucy and Harriet unique or are they representative of the women of their time? Explain.
5. What insights about the women of today do the books selected for this activity offer?

Writing:

1. Lucy Larcom said in her Preface, "We are all willing to gossip about ourselves, sometimes...." If you are willing to gossip about yourself, write an informative and humorous autobiographical sketch.
2. Research the lives of one of the writers of the Lowell Offering who are mentioned in Loom and Spindle. Write a biographical sketch of one of the writers and present it to the class.
3. In your journal, write about
 - a. one of the most interesting people you have met in your readings about the mill girls of the 19th century.
 - b. one of the people in your class with whom you have worked during this study.
4. Interview a senior citizen in your community. Ask him or her to tell you about their schooling, their work, their friends, their family. Write a biography of the person.

Computer Activity:

Create a database on

- a. interesting people I have known
- b. important events the world forgot
- c. true stories about real people.

TURN-OUTERS AT LOWELL.

Reminiscences by An Old-Time Mill Operative.

Women at the Head of One of the First Strikes in the Country.

Wages and the Standard of Living Fifty Years Ago.

"A big strike by women?"

"Yes, mostly women; there were a few men, but they merely followed the women's lead."

The speaker, who was an old-time mill operative, laid down his DAILY GLOBE and gave himself to reminiscences of his early span of life. The reporter asked: "Where was the strike and when?"

"In Lowell, the last part of '33 or first of '34. I went into the mill of the 'Lowell Corporation' the first of December, '33. It was a double factory, one-half of it used for the manufacture of woolen carpets, the other in making sheeting and shirting for Southern markets. The yarn was very coarse, No. 4 or 3, and the cloth was used solely by the slaves; none of it ever went into the Northern trade. The strike, however, was mostly in the other mill; we lost only two weavers and three spinners. I was second overseer in the weaving-room of the cotton department, and was a good deal interested in the big strike, though we didn't call it a strike in those days, we called it a 'turn-out'."

"How many turned out?"

"From twelve to fifteen hundred. You see, there were not nearly so many mills there then as there are now. The wages had been cut down, and the women all rebelled. Some made speeches in the yard or buttonholed their mates on the corners to stir up the dull ones and keep the weaker up to the striking point. But they were mostly pretty quiet, though highly determined."

"Did they hold public meetings?"

"I don't think the women did, but there was a platform put up in one of the public squares and some men orated from that and big crowds went to hear them. The women had processions through the streets in the day time, but no torch-light and transparency performances that I know of. They sang songs in place of a brass band; the favorite song with them and the crowd was a parody on 'I Won't Be a Nigger' and ran like this:

"Oh! I cannot be a slave,
I will not be a slave,
For I'm so fond of liberty,
I cannot be a slave."

"Were these women foreigners?"

"No, Yankees, mostly. Only now and then could you find a foreign-born operative in those days. The girls and women came almost entirely from farms and small villages in New England, and many of them sent home their wages to pay off debts on the homestead, or schooling bills for the younger members of the family. In our room there were a Mrs. Richardson, a widow, and her two daughters, who were respectable, quiet, and industrious women. Mrs. Richardson did a good deal to keep our help from joining the turn-out. The strikers would come in sight of the windows, wave their handkerchiefs and sing their liberty effusions, and our weavers would naturally leave their looms and look out, and the light-headed ones easily got interested, and had an itching to share in the fun."

"How did the women manage after they turned out?"

"They held a consultation and divided the rooms into quarters, and appointed an overseer for each quarter, in this way keeping the looms in constant running order, so the hands could make as much per week as they had been doing, and of course they were satisfied; and, as I said before, we went through with the loss of only two weavers."

"How did the women manage after they turned out?"

"Of course they couldn't occupy the corporation tenements any longer, so they hired a big house and moved into it. The single ones and those better off helped the more needy; but all of them, or nearly all, had laid up something for a rainy day, for they were a thrifty lot of women. They had to give a fortnight's notice to the savings bank that they wanted their deposits, and took this way to live during that time. Then, when the fortnight expired, they refused to take anything but specie, and the savings bank had to call on the railroad bank for gold and silver, after paying out its own specie, and the railroad bank was obliged to send to a Boston bank to meet the full demand."

"How much had the strikers on deposit at the savings bank?"

"I cannot tell the precise figures, but it was in the neighborhood of \$70,000. I heard my boss put it as high as \$77,000, and we all enjoyed the fun of seeing the banks put to it in that way by a lot of women. After they got their specie they hired all the hacks, wagons and carts in the city to take themselves and their belongings home. No railroad run into Lowell then, though there was one soon afterwards, and it took the plucky ladies a fortnight or more to get well out of the city, and the owners of horses and wagons had quite a rush of business while it lasted. We kept quietly at work in our mill and said little, but we were tickled all over with fun to see the women carry so much sail and manage it so well, too. But I'm an old man now and my memory isn't as good as it was, and I can't recall all the particulars."

"What wages were paid the operatives?"

"The weavers were paid by the cut and the spay, smart girls made from \$3 to \$5 a week over their board. They were always dressed neatly at their work, and when they went to church or a lecture they looked as well as anybody for aught I could see, if they were 'factory bogs.' I, as under overseer, had \$1.25 a day; the boss overseer, Mr. John J. Crane, had more, probably \$2 a day. I can't say as to the wages of other grades of help."

"What kinds of rooms and board did you have?"

"My wife was a weaver and we had a good-sized room with a fireplace. I bought wood, and we had a fire on the hearth every cold night and on Sundays. Our table fare was good enough, not many knick-knacks, nor all the delicacies of the season, perhaps. We knew each day what was coming. Fish on Fridays; baked beans and brown bread Saturday nights and Sundays; corned beef and vegetables another day, and so on. We worked twelve hours a day and had no disposition to quarrel with our food when we got it."

"What did the mills do after the strike?"

"Their looms stood idle a long time; the corporations would not take back a turn-outer on any consideration, providing any had wanted to go back. As late as September, '34, some of the looms were still idle. There was the same unwritten law, which I suppose holds good now, that no hand who had 'turned out' or been discharged, except honorably, from a mill could get employment in any other mill in the city. That is all well enough and necessary, and mill life, as I knew it, was not an altogether unpleasant affair."

The old gentleman then described the weaving-rooms heated by steam, with plants in the windows, "roses and pinks blooming all winter long," lending their beauty to the hum-drum of constant labor. He referred also to four or five years later, when "The Lowell Offering," a periodical written wholly by factory girls, was started and maintained several years, showing that a fair share of enterprise, good sense, intelligence and redemption—made mill life in those days certainly "not an altogether unpleasant affair."

BETWEEN TWO WORLDS: THE WOMEN OF NINETEENTH CENTURY LOWELL

A Study of Women and the Spirit of Work
in
Nineteenth Century Lowell, Massachusetts:

The Life and Social Reality of the Female Textile Worker



An Interdisciplinary Multimedia Resource Kit
to supplement the study of
American Literature and American History

Kit Contents:

- 19 Color-coded teacher resource packets with activities and primary source documents about the social, economic, and intellectual lives of the mill girls during their stay in Lowell and their later years
- 25 Student guides
- 12 Primary and secondary resources about the female textile worker, 1820 - 1850 (a bibliography of resources is included in the student guides.)
- 1 Slide presentation
- 1 Curriculum booklet of activities adapted for use in a multicultural setting

The LIFE AND TIMES OF ABIGAIL ADAMS

UNIT ON THE LIFE AND TIMES OF ABIGAIL ADAMS

by Patricia McGregor & Reina Riley

Wessagusset School
75 Pilgrim Road
N. Weymouth, MA 02191

Introduction:

In Miss McGregor's fourth grade class at the Wessagusset School, in North Weymouth, MA., students created a living time line of the life of Abigail Adams. Students curiosity regarding Abigail commenced when it was announced that the Metropolitan District Commission planned to create a state park in North Weymouth and dedicate it to Abigail Adams. We contacted the appropriate state officials with the assistance of Miss Mary Twoomey, an activist in local conservation causes, and obtained permission for the students to participate in the park dedication ceremonies. As the students began their study of Abigail, they began to compare the life of a woman in Colonial times to the life to a woman today. They decided that it would be important to inform the community of their insight by recreating Key moments in the life of Abigail Adams.

The curriculum unit outlines the activities the children experienced which allowed them to become caretakers of the story of Abigail's life and the reasons why she is remembered today. An interesting and unplanned outgrowth of the study was the perception of Miss Twoomey by these fourth graders as a modern-day Abigail Adams, an activist in causes of importance to her and the community. This legacy allows for the possibility that some of the students who participated in the study will themselves become women who will make a mark upon their own times.

Another outgrowth was the unit on estuaries. In this unit the children learned about the interdependence of life in estuaries and other wetlands.

The LIFE AND TIMES OF ABIGAIL ADAMS

I. THE OBJECTIVES

- A. To have the children understand the times that Abigail lived through when she was a young girl in Weymouth, and what little opportunities most girls had at that time.
- B. To have the children learn about colonial and early American life by reading about Abigail's life in Weymouth and her adult life.
- C. To appreciate the role of women in colonial and early American history.
- D. To have the children learn to take notes
- E. To have the children use the lap computer Tandy 200, to write reports.
- F. To have the children learn to work cooperatively in groups.
- G. To have the children understand the importance of estuaries and marine life.
- H. To have the children learn that what they do is important and that people working for a cause can create change. They learned this by working with and learning from Mary Twoomey a modern day activist and conservationist.
- I. Oral speaking - To read their reports at the dedication of the Abigail Adams Park.

II. APPROACH TO UNIT

- A. Studied colonial times using social studies text and books from library.
- B. Read story of Abigail to class, Abigail Adams "Dear Partner", by Helen Stone Peterson
- C. Informal discussion of Abigail's life.

III. DEVELOPMENT OF UNIT

- A. Read books and encyclopedias and took notes about Abigail's life.

- B. Used the computer to take notes and highlight important parts of Abigail's life with what was happening.
Example - 1775-1776 John goes to Convention while Abigail left on farm to raise children alone.
- C. Write paragraphs using notes.
- D. Make a time line of Abigail's life & important events happening in country during her life.
- E. Draw pictures to go with events described in time line.
- F. Write letters to Mrs. Bush telling her we were studying about another First Lady. Also the children told Mrs. Bush about some of their concerns for today and asked her to speak to the President about them.
- G. Mrs. Kaneis from the Abigail Adams Historical Society spoke to the class.
- H. Study estuaries, wetlands, and their importance to the web of life.
- I. Write letters.
 - a. Mr. Gerry MDC Commissioner to thank him for saving wetlands.
 - b. Miss Mary Twoomey to thank her for endless work on saving wetlands in Weymouth - talk to her about changes in Weymouth.
- J. Field trip to Esker Park to study wetlands close up and to observe life along the Back River.

IV CULMINATING ACTIVITIES

- A. Presentation of reports - time line and science reports - to the audience at the Abigail Adams Park Dedication that was held on June 30, 1989
- B. Video of presentation is included with unit.

V. EVALUATION

These are the skills the class worked on during the unit:

Listening

Discussing

Drawing Conclusions

Reading

Researching

Writing : a. descriptive paragraphs

b. facts

c. friendly letters

d. note taking

Sequencing of historical facts

Observing nature

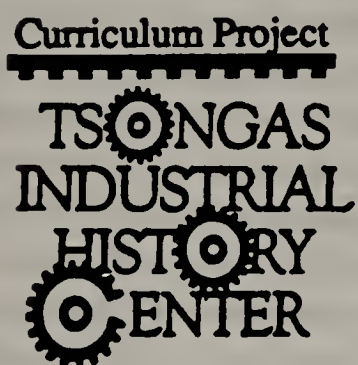
Art work

Public speaking

After the presentation members of the audience and political speakers spoke to us and the children stating they learned many facts that they never knew about Abigail Adams.

Ten Hour Movement

Labor Protests in Lowell in the mid-Nineteenth Century



**Joan Perry, Marshall Middle School
Billerica, Massachusetts
Lowell National Historical Park**

Ten Hour Movement

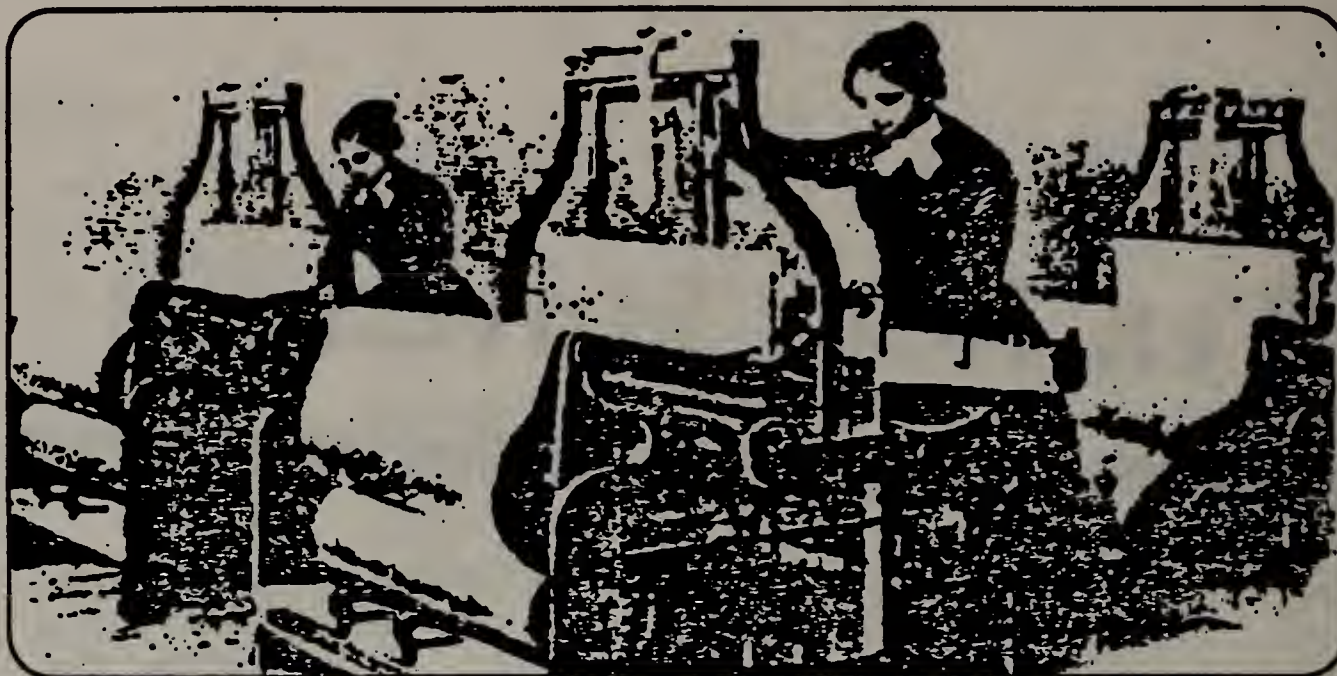
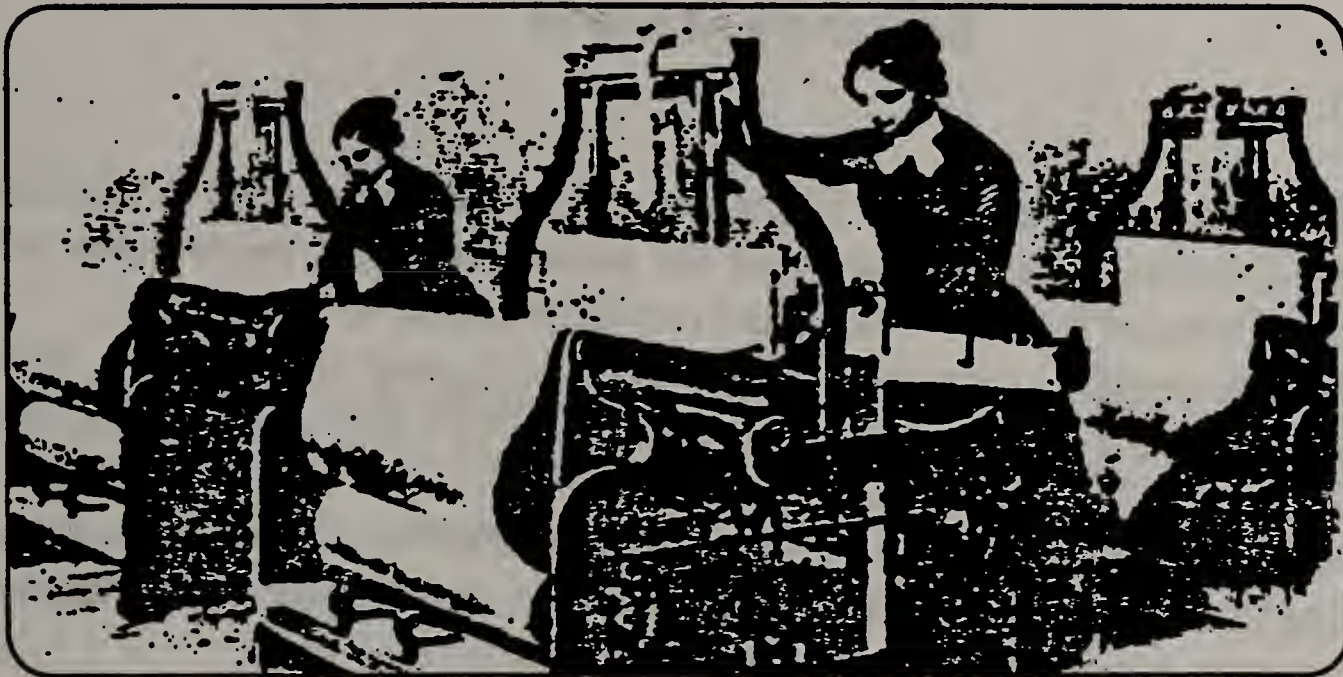


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Ten Hour Movement



To the Teacher

Using the Evidence

The intent of this learning package is to help students understand the economic, political and human aspects of the nineteenth century textile industry in America, the industry's effect on society and the important role played by the female operatives of the Lowell textile mills. The students will discover how historical evidence consists of records of the past and how they are used to study the ways in which people and events affect each other. Through familiarization with primary source documents and secondary source readings students will analyze, interpret and become involved in the climate of the times and the values and opinions of those personally involved. They will be given the opportunity to demonstrate with authenticity an important issue in America's history through the suggested activities.

Objectives

1. To define and interpret primary and secondary sources.
2. To gather, sort, and analyze written historical accounts through use of primary and secondary sources.
3. To distinguish between fact and opinion in historical accounts through use of newspapers and letters.
4. To analyze and assess historical evidence through the use of testimonies, letters and newspaper accounts.
5. To interpret historical evidence through discussion, debate, role-playing and simulation.

Reading 1: Ten Hour Movement
Tsongas Industrial History Center

Letter to Student

Dear Student,

In 1821, a group of farsighted businessmen visited Pawtucket Falls in what is now Lowell, Massachusetts. They realized that the natural falls and water power of the Merrimack and Concord Rivers would make excellent cotton mill sites.

Here they founded an industrial community which grew very quickly. In 1826 there were 2,500 persons living in the community. By 1837 there were 18,000 inhabitants.

Many of these working people were young, unmarried women who were recruited from New England farms. The mill owners provided comfortable, well chaperoned boarding houses for the women and paid them in cash.

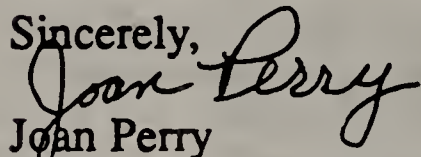
During the 1820s and 1830s conditions for the Lowell workers were the best to be found. However, as more mills were built there was a growing competition among the mill owners. The price of cotton declined. As a result, owners no longer provided the same quality of working and living conditions. There were verbal protests and strikes in the mid 1830s.

By the early 1840s mill workers increased the protest of their conditions. Workers sent petitions to the Massachusetts Legislature asking for a reduction in the number of hours in each working day.

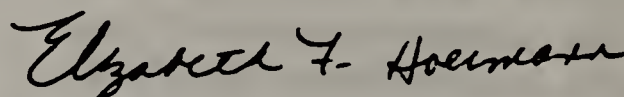
Mill owners opposed this reduction. They influenced the legislature to oppose this law. It was not until 1874 that legislation was passed. It took over thirty years for the Massachusetts Legislature to pass a law stating that an employer could not employ "one set of hands" for longer than ten hours a day. And even then this law was enacted only for women and children.

In this packet of materials you will find secondary resources (readings), primary resources (documents), and activities. By reading the resources and participating in the activities you will have a chance to deal with the issues involved in the ten hour movement.

Sincerely,



Joan Perry
Marshall Middle School
Billerica, Massachusetts



Elizabeth F. Hoermann
Curriculum Specialist
Tsongas Industrial History Center

The Effect of the Rise of Nazism on a Middle Class German Jewish Family

**A Lesson Prepared for the NEH Summer Institute on
"The Female Experience in American History"
Harvard Graduate School of Education, 1988**

**submitted by: Paula J. Philbin
North Middlesex Regional High School
Townsend, Ma.**

PURPOSE:

This lesson could be used in a unit examining the rise of Fascism and its effect on everyday life. I have used it both in addition to, and as a substitute for The Diary of Anne Frank.

OBJECTIVES:

After reading the excerpts from Lilli Cohen Kretzmer's manuscript, the student will:

1. more fully appreciate the impact governments and their policies can have on individual lives
2. understand how completely German Jews viewed themselves as patriotic Germans, and not as an alien minority, and thus were unable- or unwilling- to comprehend what impact Hitler's ascension to power would have on their lives
3. speculate as to the role of women in the decision to remain in Germany or to immigrate (i.e., "How was it different for women? How did women see their world?")
4. be able to speculate on "What would history be like if it were seen through the eyes of women, and ordered by values which they define?"
5. be able to evaluate and discuss the strengths and weaknesses of primary sources such as personal narratives

BACKGROUND:

Lilli (Cohen) Kretzmer was born in Moenchengladback, Lower Rhineland, Germany. Before her marriage to Dr. Eugen Kretzmer, a dermatologist, she studied law at the University of Bonn. The Kretzmers had two children; a daughter, Lore, and a son, Ernest.

"The Years Which the Locust Hath Eaten" is a narrative which covers the period from 1936-1940, and describes the thoughts and events leading to the Kretzmer's decision to leave Nazi Germany. They departed in 1939 via the Netherlands, and after a brief stay on the Isle of Man, they obtained entry visas to the United States. They resided temporarily in New York City while Dr. Kretzmer studied for his United States Medical Boards, and in 1940 settled permanently in Worcester, Massachusetts, where Dr. Kretzmer established a successful medical practice.

In 1948 Lilli became the Director of Immigration and Naturalization, Worcester Office, of the National Council of Jewish Women. She also chaired the newly-created Resettlement Department to help Jewish refugees who came to the United States. In 1966 the President of the Federal Republic of Germany awarded Lilli the Officer's Cross of the German Order of Merit in recognition of her work in aiding refugees.

EXCERPTS:

"Hitlerism was already at its height, when, in 1936 we went on a vacation to the beautiful country of Switzerland as we had done so often before. This time it did not only mean a pleasant recreation in one of God's most blessed countries, where the beauties of nature, high snow-covered mountains and blue lakes, vie with the hospitality of the Swiss people and their world-renowned food and comfortable hotels, to make guests welcome..... It was no such light-hearted trip. It was an escape from Nazi terror and pressure, at least for a few weeks. We were not really conscious of this fact. So great was the pressure on us and so inured were we to the habit of keeping quiet and observing caution that we, even now, in a country of freedom amongst laughing, joking, relaxed people, did not dare to feel free. And here must lie one of the secrets of the capacity of human beings to endure and go on living under strain and humiliation without rising up in scorn and anger. One does not want to see clearly at these moments, one just dare not look ahead and when one is no adventurer or revolutionary, one swims with the tide. In Wengen, with the powerful Eiger, Monch, and Jungfrau before our eyes, human fate seemed unimportant...

Back in the depressing life of Germany those wonderful weeks of restfulness were soon obliterated by the dreadful events of the time. Every day presented a new problem, keeping one so occupied with its solution that there was scarcely time to think at all. And here we find one of the characteristics of Nazi politics; to keep people busy with deeds, the oppressed as well as those who are made the oppressors. All are kept so

LET ME TELL YOU HER STORY

MARY SMOYER

Turn History into Herstory and use storytelling to make library skills lessons and the Constitution come alive!



Program

Using encyclopedias and other reference books, students do mini research projects (15 minutes) on the lives of famous women followed by mini storytelling presentations (1 to 3 minutes) during which the students use the first person to tell the story of the woman they have just researched.

After 6 to 8 of these sessions, each student chooses a woman on whom to concentrate. In approximately 4 sessions, the student puts together a special story about the woman and creates a flag symbolizing her. The story and flag are presented at a Seneca Falls Convention when each student speaks as a famous woman telling why she should be in its Hall of Fame.

As the unit develops, patterns of women's contributions and the obstacles they have faced appear. These patterns bring a new focus to U.S. History and lead to class discussions of civil rights issues, particularly the abolitionist movement, the suffragist movement and the 13th, 15th and 19th amendments to the Constitution. Students learn to feel comfortable with encyclopedias, translate what they read into their own words and make sense of it, and develop oral presentation skills as well. The unit can run from 4 to 10 weeks depending on the spacing of the sessions.

Social Studies, Language Arts

Grades 4-8

Students

This unit was developed in the library with regular education and advanced work fifth graders. It could be used with fourth graders and middle schoolers, and can be adapted to a variety of social studies units.

Resources

Encyclopedias and other reference books are needed to develop study skills. A library setting reinforces the research approach.



MARY SMOYER has worked in libraries since 1974 in Boston and Philadelphia as a parent volunteer, a paraprofessional and a professional.

Teacher unassigned
at time of printing.

HARRIETTE MERRIFIELD FORBES - HISTORIAN:
PRESERVING HISTORY THROUGH GRAVESTONE
INTERPRETATIONS AND STUDIES

DOROTHY S. WRIGHT
PAKACHOAG SCHOOL GRADE 4
AUBURN, MASSACHUSETTS
FEBRUARY 1990



THEME: Harriette Merrifield Forbes - Historian:
Preserving History through Gravestone
Interpretations and Studies.

RATIONALE: As a child begins to explore his/her environment, a natural progression from self, to family, to neighborhood, to city, to state, and world evolves. When a child understands and feels secure in his immediate environment, his curiosity reaches out to broader areas. A logical step is the process of understanding and acquiring knowledge of his/her community, its beginnings as well as the process leading to the community as he/she knows it. The concept of interdependence and life structure of our forefathers as well as those who make up the present community become necessary information in order to comprehend the nature of the community.

Because of its rich history and resources as described in the works of Harriette Forbes, the cemetery is an ideal subject to which all disciplines of the curriculum can be utilized to understand the roots and progress of a community. The cemetery is frequently overlooked as an "outdoor Museum," with an abundance of information relating to history, art, and literature. Also, most communities have a cemetery of some scale that is accessible to most school.

Therefore, the cemetery is a natural place to develop an understanding of history through information gathered in its unique setting. It provides a place to develop an awareness of the geographical changes and historical events by studying recorded data. It provided "hands-on" activities to enrich the classroom curriculum. It provides a place to explore how people have changed as the town developed, and in turn, how the changes have affected the people's lives. It is a natural resource for developing an appreciation for literature through an interdisciplinary approach to learning.

CONCEPTS:

1. Gravestones
2. Family History
3. Community History
4. Family Values

Strands of these concepts were evident in the works of Harriette Merrifield Forbes. A closer investigation of the works presented in the bibliography cover some of the same concepts.

The concepts have been divided into four units and developed during the school year. The interdisciplinary approach to learning in the areas of reading, social studies, science, math, art, and language arts will focus on the concepts of the unit. This unit was planned to be used by grades 4-6 and could easily be adapted to higher grades based on the ability and interest level of the group.

EVALUATION:

1. A pre-test and a posttest will be administered for each unit.
2. Unit tests will evaluate the student's understanding of the major skills and understandings presented in the unit.
3. Other informal tests will be administered to provide the students with an opportunity to participate in simple activities requiring matching, comparing, contrasting sentences completion, etc.
4. Tests will also provide the teacher with information planning the activities of the unit. Much of the activities will be in the form of individual and small group activities.
5. Students will be encouraged to maintain an organized activity folder of completed projects to assist in the process of self evaluation and independent study of the units of the curriculum.
6. Evaluation will be an on-going process based on the student's participation in group discussions, classroom assignments, and individual conferences.

ABOUT THE AUTHORS

Adams, Ronald

Abigail of Sturbridge

Ronald Adams has been a teacher for thirteen years, eleven with the Quincy schools. He now teaches seventh-grade language arts and mathematics, is a writing consultant for Quincy schools, and coaches football and girls' track. In 1985 he was a Boston Writing Project Fellow.

Chapman, Amanda

Davis, Ashley

Donofrio, Kim

Dowling, Tim

grade seven pupils at Broad Meadows Middle School Quincy when they wrote the play in 1988.

Greeley, Dennis

Kelley, Nancy

Kidney, Joe

Orseno, Steve

Pham, Dong-Khoa

Polito, Faith

Tornberg, Melissa

Bart McCarthy, and Susan Periale

Artist advisors to the eleven pupils of Ronald Adams grade seven class, when they wrote the play.

Broad Meadows Middle School

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Davidson, Ann S.

Circle of Pride

Ann Davidson received her B.A. from Park College and her M.Ed. for the University of New Hampshire. She has been a teacher for 25 years. She has also taken graduate courses at Lesley, Emmanuel, Northeastern, Simmons, Fitchburg State and Framingham State. Ms. Davidson's philosophy is that all children love hearing, telling, reading and writing stories from early on.

Concord Middle School.

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Flynn, Kathleen

Active Voice: Bringing Women Into the Middle School English Classroom

With a Boston Edison Grant, from Radcliffe's Schlesinger Library on the History of Women in America, Kathleen Flynn is in the process of creating a Women's Resource Center for students and teachers of East Middle School.

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ABOUT THE AUTHORS

Hoermann, Elizabeth

Ten Hour Movement

Elizabeth Hoermann is a Curriculum Specialist at the Tsongas Industrial History Center. She has also had 15 years experience as a classroom teacher. Hoermann has an M.E.D. in Leadership and Management and has done contract work for a Boston-based company.

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Horan, Marilyn

Women From Specific Areas of Attainment, Whose Contributions Inspire Children to Dream and Achieve

Except for one year, when she taught eighth-grade English and Social Studies, Marilyn Horan has taught kindergarten, and she loves it! She is happily married and a proud mother.

James A. Garfield School
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Johnson, Mary Ann

Women With a Message

Mary Ann Johnson is an administrator in the Boston School System and has been an educator in urban areas for nearly 20 years. She was among the first group of the Department of Education's Lucretia Crocker Fellow recipients. She has also been awarded the NAACP Education Award and the NAACP Community Service Award. "All Aboard for Black History," a game Ms. Johnson developed, was the subject of a prestigious write-up in the Chicago Tribune and New York Times. Ms. Johnson also does active work with youths at the Messiah Baptist Church in Brockton, MA.

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ABOUT THE AUTHORS

McGregor, Patricia

The Life and Times of Abigail Adams

Patricia McGregor is a fourth-grade teacher at the Wessagusset School in Weymouth, MA. She graduated from Boston State College in 1965, and received her C.A.G. Studies in Ed.Am. in 1979. Ms. McGregor has participated in various curriculum institutes within the town of Weymouth. She was a Horace Mann teacher for the school year 1988-1989.

Wessagusset School
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Martin, Marilyn

Between Two Worlds: The Women of the 19th Century Lowell

Marilyn Martin has been a teacher at Belmont High School since 1976. She has been involved in a team teaching program with reading and special education teachers in basic skills English classes since 1982, and has written curriculum for those classes and senior level English classes. In the spring of 1987, Marilyn and two other English teachers received a Horace Mann Grant to implement a student-centered interdisciplinary writing program at Belmont High School. That same year she and Martha Reagan were named Boston-Edison Scholars at the Schlesinger Library at Radcliffe College to develop a curriculum on the female textile worker in 19th century Lowell. Marilyn was later awarded a Christa McAuliffe Fellowship for her proposal to adapt the curriculum to multicultural settings.

Belmont High School
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Perry, Joan

Ten Hour Movement

Joan Schaffner-Perry has been a Social Studies teacher since 1981. She has a B.S. in music and a M.Ed. in Creative Arts. She is a member of the National Council for Social Studies, and serves on the Board of Directors for the Massachusetts Council for Social Studies. She is also on the Advisory Board for the Tsongas Industrial History Museum in Lowell, MA.

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ABOUT THE AUTHORS

Philbin, Paula

The Effect of the Rise of Nazism on a Middle
Class German Jewish Family

Paula Philbin has been a teacher for five years, the last two and a half years at North Middlesex Regional High School, where she is faculty adviser to Amnesty International. The recipient of a Horace Mann grant, she and Carole Bramante are developing a curriculum on utilizing primary documents to enhance critical thinking skills. Ms. Philbin developed the curriculum on the effect of the rise of Nazism as a project for a 1988 National Endowment for Humanities seminar at Harvard Graduate School of Education. Last summer, Ms. Philbin received a Fulbright Scholarship to Egypt.

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Reagan, Martha

Between Two Worlds: The Women of the 19th
Century Lowell

Martha Reagan has been a faculty member at Belmont High School since 1978. She taught English for three years. She has been the High School librarian for nine years. She has developed curriculum units, including a Horace Mann project, with English and Social Studies teachers. Martha also received two Commonwealth Inservice Grants to convene and to teach the uses of technology in library research. Martha was a Boston Edison Scholar with Marilyn Martin and co-developer of the curriculum on the female textile worker.

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Riley, Reina

The Life and Times of Abigail Adams

Reina Riley received her B.S.Ed. in 1960 from Lowell University and her Ed.M. in 1977 from Harvard Graduate School of Education. She is currently a Chapter 1 Language Arts Specialist and Coordinator of Young Writers Programs at the Weymouth Public School. Ms. Riley taught gifted and talented students for seven years. She has had 15 years classroom teaching experience.

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ABOUT THE AUTHORS

Smyer, Mary

Let Me Tell You Her Story

Currently, Mary Smyer is working on a special Chapter 636 Grant in two school programs, one at Boston Technical High and the other at Madison Park. She mainly teaches reading and research skills and writing in a wide variety of settings. She is presently working with some sixth- and eighth-graders on women's history.

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Wright, Dorothy S.

Harriette Merrifield Forbes Historian: Preserving
History Through Gravestone Interpretations and
Studies

Dorothy Wright teaches fourth-grade and serves on the social studies, science and language arts curriculum committees. She has received many grants and fellowships, including a Horace Mann teacher grant in 1987-1988; Worcester Alliance for Education mini-grants for 1987, 1988, and 1989; and NEH fellowships and grants to study at Wayne State University, Columbia University, Quinipiac College, Catholic University and Old Sturbridge Village. Two years ago Ms. Wright received an award for her unit "Courageous Massachusetts Women: A Biographical Approach." This is the third curriculum that Dorothy has developed that deals with women in the curriculum.

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